

GRADES 3-8	GENERAL ASSESSMENT OPTIONS <sup>1</sup>		ALTERNATE ASSESSMENT OPTIONS <sup>1</sup>
	General Test Administration	General Test Administration with Accommodations	NCEXTEND1 <sup>2</sup>
Measured: <b>English Language Arts/Reading &amp; Mathematics:</b> <i>North Carolina Standard Course of Study</i> <b>Science:</b> <i>Essential Standards</i>	Grade Level	Grade Level	North Carolina <i>Extended Content Standards</i> (All Assessed Content Areas)
Academic Achievement Standards (Cut scores)	Grade-Level Academic Achievement Standards <sup>3</sup>	Grade-Level Academic Achievement Standards <sup>3</sup>	Alternate Academic Achievement Standards <sup>4</sup>
Test Format <b>English Language Arts/Reading</b> <b>Grades 3–8</b>	Multiple-Choice	Multiple-Choice	Performance Tasks
Test Format <b>Mathematics</b> <b>Grades 3–4</b>	Multiple-Choice	Multiple-Choice	Performance Tasks
Test Format <b>Mathematics</b> <b>Grade 5</b>	Multiple-Choice and Gridded Response/Numeric Entry	Multiple-Choice and Gridded Response/Numeric Entry	Performance Tasks
Test Format <b>Mathematics</b> <b>Grades 6–8</b>	Multiple-Choice, Technology Enhanced <sup>5</sup> , and Gridded Response/Numeric Entry	Multiple-Choice, Technology Enhanced <sup>5</sup> , and Gridded Response/Numeric Entry	Performance Tasks
Test Format <b>Science</b> <b>Grades 5 and 8</b>	Multiple-Choice and Technology Enhanced <sup>5</sup>	Multiple-Choice and Technology Enhanced <sup>5</sup>	Performance Tasks
Eligible Students	All Students	Students identified as English Learners who meet specific eligibility criteria, <sup>6</sup> students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan, and students with transitory impairment documentation	Students with disabilities (who have a current IEP) and meet specific eligibility criteria <sup>6</sup>

<sup>1</sup> North Carolina does not provide any general assessment or alternate assessment in a language other than English.

<sup>2</sup> Eligible students who have a current Individualized Education Program (IEP) and meet specific eligibility criteria participate with or without accommodations.

<sup>3</sup> **Grade-Level Academic Achievement Standards:** Academic achievement standards are aligned with grade-level content and set forth the expectations of student performance.

<sup>4</sup> **Alternate Academic Achievement Standards:** Alternate academic achievement standards are aligned with the grade-level *Extended Content Standards* of the North Carolina *Standard Course of Study* for English Language Arts/Reading and Mathematics, and the *Essential Standards* for Science. The alternate academic achievement standards are expectations of student performance that differ in complexity from grade-level academic achievement standards.

<sup>5</sup> Technology enhanced items are found only in the online assessments.

<sup>6</sup> Specific eligibility criteria are listed on page 2 of this document.

## Specific Eligibility Criteria for Students with Disabilities

<b>NCEXTEND1</b>	<ul style="list-style-type: none"> <li>• The student must have a current Individualized Education Program (IEP).</li> <li>• The student is enrolled in grades 3–8 according to PowerSchool.</li> <li>• The student is instructed using the North Carolina <i>Extended Content Standards</i> in <u>all</u> assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).</li> <li>• The student has a <u>significant cognitive disability</u> <ul style="list-style-type: none"> <li>- The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.</li> <li>- The student requires extensive and repeated individualized instruction and support to make meaningful gains.</li> <li>- The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.</li> </ul> </li> </ul> <p>The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is <u>not</u> appropriate for students who</p> <ul style="list-style-type: none"> <li>- are being instructed in <u>any</u> or <u>all</u> of the assessed general grade-/course-level content standards of the North Carolina <i>Standard Course of Study</i> (i.e., English Language Arts/Reading, Mathematics, and Science);</li> <li>- demonstrate delays only in academic achievement;</li> <li>- demonstrate delays only in selected areas of academic achievement;</li> <li>- demonstrate delays owing primarily to behavioral issues; or</li> <li>- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway).</li> </ul> <p>Evidence for the decision to participate in NCEXTEND1 must <u>not</u> be based on</p> <ul style="list-style-type: none"> <li>- a disability category or label,</li> <li>- poor attendance or extended absences,</li> <li>- native language/social, cultural, or economic differences,</li> <li>- expected poor performance on the general education assessment,</li> <li>- academic or other services the student receives,</li> <li>- educational environment or instructional setting,</li> <li>- percent of time receiving special education services,</li> <li>- English Learner status,</li> <li>- Low reading level/achievement level,</li> <li>- Anticipated disruptive behavior,</li> <li>- Impact of student scores on the accountability program,</li> <li>- Administration decision,</li> <li>- Anticipated emotional distress, or</li> <li>- Need for accommodations to participate in the assessment process.</li> </ul>
<b>Accommodations</b>	<ul style="list-style-type: none"> <li>• To be eligible for accommodations for state tests of English Language Arts/Reading, Mathematics, or Science, students identified as English Learners (ELs) must have scored below Level 5.0 Bridging on the reading domain of the WIDA Screener/ACCESS for ELLs® 2.0.</li> </ul>